

# Grafrica

New Directions For Positive People

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# ON THE COVER

**"Fiddler" - Color Photograph  
by William May**

Employed by the Newark Board of Education, Mr. William May is an accomplished photographer and musician. His photograph "Fiddler" which appears on this weeks cover was featured in the recent Museum exhibit "ESTABLISHED and Emerging". He has amassed photo credits in many publications including, the Star Ledger; New Jersey Afro-American; The New York Amsterdam News and WBGO Radio Program Guide. Mr. May is a member of many organizations in the fields of music and art.

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## People On the Move

Longshoreman, Cabdriver, Dockworker, this elderly gentleman graced my welcome ear with thoughts and reflections of his earlier days in Guyana. After having been robbed several times in the Brooklyn Community he once resided in, the quieter sounds of the Atlantic Ocean beckoned him to a life of retirement in Long Branch, New Jersey.

As a newcomer to this country in 1932 this 81-year young octogenarian never dreamed that he would remain here and raise a score of children, grand and great. Although his stay has sometimes been trying, he, along with his wife, have decided to stick it out.

Our elders have a world of knowledge and wisdom that they are willing to share. If we would only ask.

Copy/Photo: Bruce Terry

# Words of The Week

"We condemn the propaganda that Negro citizens must 'earn' his rights as a citizen. His human rights come from God and his citizenship rights come from the Constitution."

Ray Wilkins  
(1901-1981)



# Stress: How it burdens school children

By Patricia McCormack

Stress is a monkey on the back of lots of school children.

In kindergarten, for example, a child scheduled to talk about the family butterfly collection gets wobbly knees at show-and-tell time. In the 6th grade, for another example, a kid sweats out a test—literally.

And during the season for college aptitude tests, many an 11th grader's stomach does flip flops.

Such stress, claims the author of a report in the "bulletin" of the National Association of Secondary School Principals, is a student problem that needs attention.

Dr. Bettie B. Youngs, an associate professor in the department of educational administration at San Diego State University, California, said youngsters need help in doing three things about stress:

- Understanding it.
- Learning to cope with it.
- Limning how to reduce it.

**PARENTS**, by the way, usually are the first to detect clues of stress.

"Countless parents have talked about their kindergarten child, who after first being enrolled in school, exhibits either stuttering, bedwetting, nail biting, increased thumb sucking, nightmares, loss of appetite or even physical complaints such as headache and stomachaches," Dr. Youngs said.

Among adolescents, stress may show up as shyness or boldness, periods of depression, fear of being unpopular, cheating on assignments, or hostility to authorities, Dr. Youngs said.

**SHE SUGGESTS** educators and parents

team up to help students overcome stress. The key is to provide children with a balanced perspective.

"No one's life is without ambiguity or inconsistency," she said. "We will always struggle with various alternatives and occasionally falter for a while as we do."

**HERE ARE TYPICAL stress causes, by grade:**

—Grade 6: Fear of not being selected on a team. Fear of the unknown concerning their own sexuality (a fear that stays on the stress list through grade 12.) Renewed emphasis on appearance. Experimentation with appearance.

—Grade 7: Fear of being selected first and having to lead; fear of being picked last, interpreted as being disliked or unpopular; extreme concern and worry about their emotional happiness and unhappiness; fear school will call home.

—Grade 8: Fear of coming to terms with their own sexuality, based on bits and pieces and lack of information concerning sex education; fear of activities which require exposure of the body; fear image of being "the big 9th grader" but also of not passing into the 9th grade.

—Grade 9: Fear of coming to terms with their own sexuality; extreme concern over emotional happiness and unhappiness; fear of being sent to the assistant principal's office; fear of confrontation with teachers; fear of getting poor grades; fear of being challenged to a confrontation with the same sex.

—Grade 11: Fear of underlining in a group; fear of being "not OK" or ridiculed in class when asked

to speak or demonstrate; fear peers will view negatively the physical self (fat, skinny legs, ugly and so on.); fear of inadequate preparation for vocational or academic training; fear of not having enough money; fear sexual expression (how others view me sexually).

—Grade 12: Fear that senior students will disappoint them; they seek to define themselves in relation to peers and own values and goals; fear lack of readiness post graduation; fear of not having enough money.

Dr. YOUNGS said students need to be taught how to set priorities, order priorities, set goals and realistic timetables, structure time, get involved.

Also: How to learn from failure, do long-range planning, identify particularly stressful events, cultivate habits that reduce stress, learn how to be in control.

That super order comes with a suggestion that students learn to recognize signs of stress overload. These include fatigue, difficulty in falling

asleep, periods of confusion, rapid heartbeat, sweaty hands, headaches, and an increase in the frequency and severity of colds or flu.

The educator's anti-stress advice included a need to recognize the importance of proper physical and mental conditioning.

"Exercise, adequate rest and nutrition are essential," she said. "By exercising, getting enough rest, and eating well you improve your overall strength and general resistance.

You enhance your ability to handle stressors.

"Exercise offers both physical and emotional benefits—a sense of control over one's body, a feeling of accomplishment, a release of pent-up frustrations.

"Moreover, biochemical research suggests that regular exercise may increase the level of brain chemicals (endorphins) that result in good feelings.

Bethan News



Many children "tune out" or "drop out" from school activities as a result of the inability to cope with the stress of trying to achieve, while ill-equipped, academically as well as emotionally.

PHOTO: Glen Frieson

# WHO PROFITS FROM ANHEUSER-BUSCH'S MINORITY BANKING PROGRAM?

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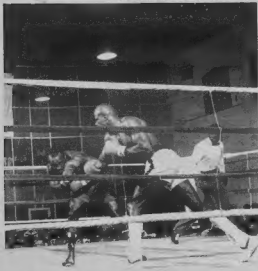
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# IT HAPPENED AT...!



**SCHOLARSHIPS FUNDED**—Reviewing details of the RJR/North Carolina A&T State University Scholarship Program in Business and Engineering are (l. to r.) RJR director of personnel development, Marshall Bass, A&T State Acting Chancellor Dr. Cleon F. Thompson and students Alfreda Headen, Warren Moses and Raymond Thompson. Bass presented Thompson with a check for \$20,000 to support 20 students.



In a recent 10 round bout held at Rahway State Prison, Braxton won a unanimous decision over inmate James Scott.  
Photo: Glen Friesman



TV Journalist, Gill Noble, attended a book party held in his honor at Worldwide Handicrafts, Orange, N.J.  
Photo: Glen Friesman

# Essex Seeks Foster Homes for Juveniles

Essex County's Division of Youth Services is seeking foster homes for young people aged 12 to 17 who need temporary shelter away from their families.

The foster homes would be used as temporary placements for young people who are facing a disruptive crisis in their own families.

Rebecca Doggen Andrade, Director of Essex County's Department of Citizen Services, explained that foster home placements are part of the County's overall "detentionless" approach to the problem of abused or troubled youngsters.

Youths who were previously housed in the County's Juveniles in Need of Supervision (JINS) facility will now be cared for in the community through a Family Crisis Center, group shelters, social service agencies and foster homes, Andrade said.

The Division of Youth Services will establish a Family Crisis Center which will be staffed 24-hours-a-day and will screen cases of troubled children. The Family Crisis Center will make referrals to group shelters, social service agencies, foster homes and the juvenile justice system. The Division has contracted with the Protestant Community Council to "provide a 10-bed group home. Youngsters with behavioral problems will be referred to the group home; children who are not con-

sidered disruptive will be referred to a foster home.

Foster homes must meet space and family size requirements and be available for placement of a youth at all times. The County will pay foster homes a \$150.00 per month retainer and a per diem fee of \$10.00 per child.

"The foster home and family will provide the vital means of enabling the child to remain in the community and receive the benefits of a family environment," said John Clancy, Director of the Division of Youth Services.

"In a foster care situation, the child's physical, emotional and social development can proceed with as little disruption as possible," Clancy said.

Clancy explained that the Family Crisis Center will be notified of domestic problems through referrals from police, social service agencies and a county-operated 24-hour hotline. Clancy said that immediately upon receiving notification of a family problem, the Family Crisis Center will assign a case worker to determine what steps must be taken to deal with the problem. Should it be necessary for the youth to be removed from the home, the youngster will enter a foster home or a group home.

The day following the initial crisis, the case will be turned over to one of seven community-based

social service agencies in Essex County which will work with the division in making appropriate referrals. The seven "lead" agencies head a network of community-based organizations which would help the family and juvenile at the direction of the lead agency.

One of the services to be provided by the community agencies is counseling for all family members involved in the crisis. "By counseling the entire family, we try to alleviate the cause of the crisis, rather than simply picking up the pieces," said Clancy.

The various community agencies would also provide such services as income maintenance, homemaking services, career counseling, job training, legal advice, tutoring and preparation for high school equivalency tests.

"This approach of handling troubled youth is based on an extensive research project which confirmed our belief that children in institutions are extremely vulnerable," Clancy said. "Replacing institutionalization with a closely-knit network of agencies designed to alleviate the causes of crises will be much more effective in helping solve the root problems of troubled families," Clancy said. Persons interested in being foster parents should call the Division of Youth Services at (201) 751-0562.



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# The Psychological Development of the Black Child

by Amos Wilson

Education today is based primarily on European experience and history. It is, therefore, essentially tied to European psychology and consequently is inadequate and inappropriate for dealing with the psychological makeup of Black people. The psychological development of the Black child, when examined, must be viewed in terms of the Black African experience and not in terms of European models of developmental psychology as the standard or norm.

In discussions on educating the Black child we get psychologists applying certain negative adjectives such as disadvantaged, deficient, disabled, slow and unmotivated. Teachers and prospective parents learn that psychology courses with this vocabulary of negative terms and with a certain level of expectation that is usually very low in terms of the Black child's education. Quite often many education courses based primarily on the psychology of the white child, and in many instances if the Black child is mentioned at all it is mentioned as a deficit model or as an illustration of what it means not to be a white middle class child. Often many Black teachers leave these teacher's colleges and experience a kind of cultural shock when they begin teaching, because they find the Black children they encounter in the public schools bear little resemblance to the white child development models they studied in college.

## The Black Experience

What does it mean when we talk about being Black? If we are truly going to understand the psychology of our people, we must not do what many scholars do. One cannot start with slavery and act as if slavery is the point from where African people begin. Black people started in Africa and when you study the psychology of Black people you must visit in Africa. Being in America for two, three, or four hundred years does not wipe out the African experience and that must be looked into when you deal with the psychology of the Black child. European

models may be looked at, used, or even picked apart as we attempt to construct our own development model, we cannot lean entirely on those models for dealing with our children. The Black child is not a white child nor a duplicate of the white child. Unfortunately, many of us take European psychology, which is based on the history and experience of European people, and try to apply it to Black people. This leads to serious misconceptions and problems about our nature and potential.

## Europeans and History

We must ask ourselves what kind of people do we want our children to imitate? If we study history as it is written by the white man himself, we are sinning into Africa, Asia, and South America and instituting slavery, death, destruction, exploitation, and racism. When the Honorable Elijah Muhammad talked about the white man as the white devil many of us did not want to hear it. But what kind of people is it that don't know how to stop making destructive weapons, even now that they now have enough weaponry to destroy and kill the people of this earth seven times over? What kind of people seem to be bent on destroying themselves as well as the rest of the world?

We must question the white man by asking: Is his racism a genetic factor? Is it inborn in him to dislike all other people who are not white? Then we must question ourselves as to what level of psychology explains these people? Would this be what we would call "white psychology"? The answer to these questions is quite obvious. We must be careful when we look at European based psychology and assume it is applicable to all people, and we must be equally careful when we use European models in the development of our children.

## Melanin

Many of us have been brought up on the philosophy that the only difference between people is that of color, as if color is

something that merely changes the physical aspects of the individual, as if color does not represent some deeper aspects in the individual. The coloring agent in the human system, melanin, is the thing that determines the darker color of our Black people, and in fact, we have more melanin in our skins than Europeans. But what is becoming clearer, especially as we go deeper into the scientific studies that are very seldom mentioned, is that findings indicate that melanin is much more than just a skin coloring. Its function is not merely that of making some people look darker or lighter. Melanin is also an integral part of the body system itself.

The following articles give us important clues to the function of melanin in Black people: "The Black Genetic Superiority is of Exceeding Importance," "Melanin: Key to Black Genetic Superiority," and "Why Black Athletes Run Faster" (May, June, July, 1980 Septa Magazine). The idea here is that melanin not only operates in the skin itself, but is a vital part of the operation of the brain and the rest of the neural activity, the activity of the neurons in the brain.

The ability of the Black athlete is very much connected to the amount of melanin in the Black body. In the muscles and in the brain. So we are not just talking color when we talk about Blackness. We are talking about mental conditions as well as physical conditions, etc. I think you will see this Blackness and what it means if we look at the physiological or psychomotor development of the Black child.

## Black's Physical and Psychological Motor Development

The history and experiences of Black people are in the Black genes. According to archeologists, we belong to the oldest ethnic group on the face of the earth, and essentially the Black race is the mother and father of all the other races which exist today. This means that the history and experience of Black people go further



back in time than any other group.

In terms of Blackness and the ability of the Black child to survive, we've studied birthweights and what we have found is that pound for pound, even when you get below minimal birth weights for survival, the Black child will out survive the European child. If we look beyond the average age that Black people die, Black's generally live longer than Europeans. So at both ends, Blacks seem to be fitted by nature for survival.

After seven weeks, the Black child is able to sit up and look at itself in the mirror which signals the beginning of self awareness. The European child reaches this stage at 20 weeks. There are months of difference in the development of these children by this time. With up and hold itself up comes the growth and development of the palate and teeth. The Black child is more advanced according to studies.

If the Black child's body is advanced over the white child's body, then it's brain is also advanced over the white child's brain, because it is the brain controlling that body. Many white psychologists try to separate physical development from mental and social development because they know that Black children are advanc-

ed.

## Evaluation of Intelligence: New Techniques

Soon the gauging of intelligence through paper and pencil tests, through culturally bias tests, will be outmoded. We will be using what we call the EEG kinds of tests where we will attach electrodes to the person's skull. We will challenge the individual and watch the person's brain react to various types of stimuli. Noting brain wave patterns we will get a more accurate estimate of the intelligence capacity of the individual as well as the personality patterns. This can be done because the brain is an electrical system, an electrochemical system. It organizes behavior, active and mental.

Consequently, we can now correlate the brain activity with the intellectual capacity of the person. That is to say that persons with a so-called high IQ will have different brain patterns than the individual with a low IQ. What do we find in terms of the Black child and the EEG pattern? Let's use a quote by Arthur Jensen. "It has also been noted that brain waves patterns in African newborn infants, show greater maturity than is usually found in European newborn children. This finding requires further study." There is evidence

that brain waves relate in some way to IQ and that of last year aspect of the brainwaves has a significantly genetic component.

There have been other studies in this area that have shown the correlation between the speed at which the brain processes information and what is referred to in this culture as intelligence. Even though some psychologists have tried to relate some of the early developmental data, they have not been able to refute the fact that this Black brain processes information at a much faster speed than does the white one. So again we are not just talking about color, but about Blackness having to do with the functioning of the mind and the body itself.

## Right/Left Brain

In a section of my book, *The Psychological Development of the Black Child*, I talked about the right brain left brain situation. The right brain processes information and deals with the world differently than does the left brain. The right brain essentially deals with the world in a wholeistic fashion. It processes music and art. It is the sensual and emotional part of the brain. That side of the brain is responsible for the humanness of a person.

(Continued on Pg. 9)



(Continued from Pg. 8)

the warmth and social relationships between people. The left brain contains the language centers, and the brain that side of the brain the development of technology, mathematics, logic, and so forth. I contrasted this braininess in terms of Black people and European culture in the sense that you can talk about certain cultures as being left and right brained. Certain cultures are more spiritual, intuitive in nature, more religious oriented, and more into art and music as compared to Western cultures which are more oriented toward technology, logic and so called scientific thought, etc.

To a big extent we've said that our people are right brained in the sense that the side of the brain that an individual uses is determined by experience. If we look at the experience of Black people in America, we find that it pushes Black people to the use of the right brain. There is nothing wrong with using the right brain but the ultimate human being is one that can balance between the use of both sides of the brain. The human brain is like a seesaw. You know when you use the left and when to use the right. If we look at the history and experience of Blacks in America we see essentially that the European has rewarded Blacks for using their right brain. He has been rewarded for singing, dancing, sports, and music and consequently this is where Blacks tend to have the most freedom and that side of the brain has developed quite well. When we look on the left side, we find that its use is not encouraged due to racism and discrimination, and due to the fact that whites of this culture are afraid of this side of the brain.

The human brain is a dual with words, it is going to suffer. The language relationship between mother and child should begin when the child is first born. The mother must stimulate the child with words from the first day. Another aspect of our condition of oppression in America is that Black people also have not been taught how to think. This is a Black teachers must be concerned with the reconstruction of the personality and the orientation of our children. That means that the curriculum must make room for this kind of learning. It is not enough to just stimulate the child's brain, but we must teach them how to think. We must teach the "either/or" the "either, the and/or, the cause and effect"

child psychologically shapes its brain. Do not be afraid to demand much of the brain of the Black child because that brain is able to meet whatever demands are put on it. The brain grows as a result of stimulation.

#### Natural Headstart and Language Development

The Black child has a natural headstart. The major problem with our children is not trying to give them a headstart. The major problem is determining how we can maintain this intellectual and psychological advantage that nature has given our children. This is one thing that makes the psychology of the white child inadequate because the issues and questions that the Black psychologist must address are drastically different from what the white psychologist must address.

The Black child keeps this advantage basically until about the first or second year of school and then literally seems to become slower as it grows older. We must find out what happens. One implication is that our children begin to lose their headstart once they begin to learn and use language. We can't emphasize enough the importance of language to the mental development of a child. Language is necessary to the continued intellectual development of the human. It is not merely a tool of communication; language is an organizer of the brain. Through language the brain organizes behavior. The brain uses language as a means of accomplishing goals.

If we do not properly train our children with regard to work meaning, vocabulary, and the use of words as means of reasoning, then their reasoning abilities are handicapped. We deal with words, it is going to suffer. The language relationship between mother and child should begin when the child is first born. The mother must stimulate the child with words from the first day.

#### The Education of Blacks

Teaching our Black children also involves a good deal of parenting. We as Black teachers must be concerned with the reconstruction of the personality and the orientation of our children. That means that the curriculum must make room for this kind of learning. It is not enough to just stimulate the child's brain, but we must teach them how to think. We must teach the "either/or" the "either, the and/or, the cause and effect"



"I am we. I, we, all of us are the one and the multitude."

African Proverb

kind of relationships. This leads to the development of intelligence. Intelligence can be developed in such a way that it enhances academic success. We as Black teachers must look and see what mental activities are characteristic of bright children and then train our children in terms of those mental characteristics. We must recognize, due to the experience and culture of our people, that the Black child must literally learn more at a much faster rate if it is to catch up.

So we must truly get involved in the analysis of our culture and our schools and be willing to work for change in that culture and in these schools. We must look at education not only as a means of preparation for a job, we must look at education essentially as preparing the child to serve his or her culture. There is no such thing as a good education in the absolute sense. An education is only good if it advances the person as an individual and ultimately if it advances his group or his people. It is not good because it resembles what is being taught at Harvard or Yale. The function of the white university is to preserve and advance white culture, to maintain the dominance of white culture over non-white people. Blacks who are not conscious of their Blackness, who have no sense of destiny, and then go through these systems ultimately end up serving their own oppressors and become means of opening the eyes of our people. The system is designed to main-

tain the dominance of white people. That is why when our children go through these systems they essentially come out poorly educated. The continued oppression of our people and the domination of our people ultimately depends on the mis-education of Black people. Our educa-

tion depends on the development of an educational system for our children based on a psychological model that reflects our unique strengths and abilities and then builds and develops these strengths to create an intelligent, independent thinking, interpretive and

critical person committed to working tirelessly in the interest of Black people.

Amos Wilson is a psychologist and author of *The Psychological Development of the Black Child*. This article was taken from a speech to Black educators in Chicago.

# Universal Sounds

## April Eugene

The photogenic Michael Henderson is letting it all hang out in his latest Arista release entitled "Singshot." Aside from the title cut, "Singshot" is another addition in Henderson's ever-changing musical style. I know out "Singshot" because of its similarity to "Wide Receiver."

"Singshot" and "In It For The Goodies" are among the better uptempo tunes. On the slow side "Talk Cat" and "Come To Me" are my favorites. Michael has also included versions of "Never Gonna Give You Up" and "Make It Easy On Yourself."

The current single "Can't We Fall In Love Again" has reunited Michael with Phyllis Hyman. Duet seems to be the popular thing to do these days in the recording industry, with

Michael and Phyllis being among the classiest duos of today. Unlike many of the conventional artists of today, Michael has always included a dash of sorts on his solo albums. "Can't We Fall In Love Again" sounded so nice I suppose the bosses at Arista wanted to do it twice — including the tune on both Michael

Henderson's and Phyllis Hyman's current albums.

What I admire most about Michael Henderson is his unconventional style in the commercial music world. Personally I would rate him close to X. Could that be why he could not receive much airplay in the metropolitan area?



# Speaking Personally



## Why We Need Black Schools

By Marcie Ruth Davis

The Black institution of higher learning has had a profound effect on the Black community. Historically, the Black institution has been the breeding ground for the movements that have challenged the racism in society as a whole. Today, not only are Black students trying to change white institutions, they have begun trying to improve Black institutions so as to prepare themselves to cope with society's adversities. Therefore, Black colleges and universities must be further developed and preserved for their value to society.

One of the most notable omissions in higher education had been a failure to provide minorities with a sense of their historical identity. In the mid-to-late 1800s most of the Black institutions were founded, firstly to give Black students a place to receive an education, and secondly to preserve the history of Blacks. The purpose of these institutions was to offer an education which would allow graduates the opportunity to serve as professionals in the community, state and nation.

Historically, these Black institutions were the only places Black students had to go. With this realization, administrators and instructors came to formulate plans of action that would best prepare their students for the work at large. These administrators and instructors tried to develop each student individually. They encouraged their students to explore and search for solutions to campus and world problems. The decision on this idea has been continued throughout the years, and today many students benefit from it.

Black institutions often take students whose college entrance scores are one third lower than the national average. White institutions deny admission to these students, so without the Black institutions, they would be denied a chance for an education altogether. Furthermore, Black institutions offer remedial classes to further help these students while white institutions do not. These same students often turn out to be top flight graduates from the Black institutions.

The reason for these seemingly poor students achieving such high levels of academics is simple—Black institutions offer a psychologically supportive environment. Students seem to find that they are no longer directly subjected to racism. Because they now make up the majority instead of the minority, they no longer feel alienated. Black institutions also offer education outside of the classroom through societies, fraternities, and professional organizations. These organizations promote leadership, scholarship, and school and community service. They also teach students to work together in a formally structured environment. These active activities help the students to better assimilate into the society with a comfortable feeling about their abilities as productive members of society.

These institutions are able to combine classical and career education amidst a time when students are insisting that a college should equip them with the skills to get a good job upon graduation. Students at Black institutions receive more support and encouragement in the way of counseling and job placement.

Not only do Black students at white institutions have a low percentage of actual graduates, but more students at Black institutions go on to receive advanced degrees than their counterparts at white institutions. This suggests that students at Black institutions follow through with their educational aspirations at a higher percentage.

Black institutions have been the breeding ground for sales, freedom riders, and civil rights demonstrations. Public and community service in the form of research relevant to the solution of human problems affecting society, and services which bring knowledge to focus on societal problems are emphasized at Black institutions. In addition, Black institutions that are segregated by law were not segregating; they have always had white faculty and more recently have welcomed white students. Black institutions champion equality and human rights for Blacks as well as non-Blacks.

Excellence is not a new phenomenon at the Black institutions. Morehouse College has given Julian Bond, Maynard Jackson, and Martin Luther King, Jr. from Fisk University came W. E. B. DuBois, John Hope Franklin, Wade McRae and Otis Smith; and Howard University produced Thurgood Marshall, Patricia Harris, and Andrew Young. Certainly there will be other students who will leave their marks in history as graduates from these same institutions, and many more will do the same from traditionally Black institutions such as Florida A&M University, North Carolina A&T University, South Carolina State College, Alabama A&M University, Texas Southern University, Alcorn State University, and Grambling State University.

Consequently, the continuous line of graduates from these institutions

will only be possible if they are still in existence. To keep these institutions in existence, their traditions and ideas must be re-examined and innovated, and each institution must be developed continuously to keep up with the modernization in today's society.

Black institutions have kept alive interest in the pursuit of honesty, justice, and altruism. In

addition to intellectual quickness, creativity and motivation to achieve, the teachers value and expect open-mindedness, honesty, and self-understanding. The end of the Black institution would spell the end of a pluralistic society.

**SPEAKING PERSONALLY** is an open forum provided by GRAPHICA to give readers the opportunity

to express your opinion about the issues and concerns of the black community. Manuscripts should be 500 to 1,500 words, typed, double-spaced. Be sure to include address and phone number (specify day or evening). Mail manuscripts to Editor, GRAPHICA, 28 Emerson Street, East Orange, N.J. 07018.

## DEWAR'S PROFILE

A first for living... a taste for fine Scotch



### DAVID HARDY

**BORN:** Plainfield, New Jersey, 1942  
**HOME:** West New York, New Jersey  
**PROFESSION:** Investigative/political reporter, New York Daily News

**RESPONSIBILITY:** To share reality with others, even though I'm mindful that reality is not always an inspiring spectacle.

**STORY:** "Be it a homicide, a zoning fight, a political scandal, or simply a tale of a compassionate Jersey City hot dog vendor, my job is sometimes thrilling, often onerous, occasionally perilous, but always interesting."

**QUOTE:** "Every human being should possess a sense of morality about society and accept personal responsibility for his or her role."

**SCOTCH:** Dewar's "White Label"®  
"On the rocks with a splash, when relaxing with my chess complex"

*David W. Hardy*



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P185/75R14	185R14	92.00	68.75	2.08
P195/75R14	195R14	97.00	72.75	2.23
P205/75R14	205R14	102.00	76.50	2.34
P215/75R14	215R14	107.00	80.25	2.49
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(Excludes Add and Press)  
\* At Most Larger Auto Centers

# GIL NOBLE THE MEDIA, AND THE BLACK COMMUNITY

He began his career as a radio commentator for WLIB in New York's Harlem community in the mid 1960's. At that time he earned \$0.00 per week as a young reporter but the political unrest in America exposed him to the ideology and politics of the "Heroes and Sheriffs" of the day, and finally, because of the pressure exerted by the black community, newsmen such as Gil Noble were allowed to enter the hallowed halls of ABC, NBC, and CBS.

Addressing the topic of the media and the black community at the request of 24th district committeewoman Adrienne Chang, Mr. Noble presented a black picture of how black images are por-

trayed in the media. Citing media as the dominant force in our lives, shaping us, shaping us, misshaping us, he outlined a situation where we sit hour after hour transfixed to this television which is doing us a great deal of damage, because the people who compose and program it are people who are hostile to our aspirations. The typical negative programming depicts our men as boys and our people as insensitive and we ought to be concerned because it is poisoning the minds of our children and further poisoning the already warped minds of the dominant society. And while the joys of society are consistently flashed across the screen our gross mistreatment as a people is not depicted.

Another new system,



cable TV, will shortly, "come into our homes and dominate our living with a round the clock bombardment of values on our children." And since cable is a combination of print, radio, television and the motion picture industry we will have access to an extremely wide entertainment field which will make people stay home and will in effect revolutionize the communications industry.

We must be concerned with the content of this medium. He urged community people to see to it that our city fathers make sure viable black men and women create programming that will not put us to sleep morally, culturally, and politically. It is up to our people, elders, youth, children and

adults, to make sure that cable becomes relevant to us even if it must change in character. Alternatives he cited include the boycotting of programs that put our children to sleep because as a political weapon the media is a lethal as a bullet or a bomb, and ultimately we must stand together against this age that is taking the heart out of our moral fiber.

Presented at the Ballyland Nursery, 755 South Orange Ave., August 28, 1981 it highlighted, as committeewoman Chang noted, "The need to make the community aware of the impact of the media upon their lives."

By Bruce M. Terry  
Photos by Manon K. Munoz



# What's Going On



## Booker T. Washington Film

The William Graess Production Company is putting the finishing lens on "Booker T. Washington, The Life And Legacy" film. Maurice Woods will be seen in the title role and

soap star Al Freeman, Jr. will portray W.E.B. DuBois. G2 Noble will narrate this half-hour documentary written by Lou Potter, produced and directed by Williams Graess

## New Dean At ECC

The Essex County College Board of Trustees has approved the appointment of David W. Lee, Jr. as Dean of Student Affairs at the two-year school. Lee has been Director of the Educational Opportunity Fund (EOF) Program at William Paterson

College in Wayne since 1977. As Dean of Students at Essex, he will be responsible for all student support services including admissions, registration, financial aid, counseling, health services, student activities and athletics.

## ARTISTS INVITED TO SHOW WORKS

The 1981 New Jersey Artists' Biennial Exhibition will be on view at the Newark Museum from November 13, 1981 through January 21, 1982. Entries will be accepted at the Main Entrance of the Museum beginning Wednesday, September 23 from 12 noon to 8:30 p.m.

The exhibition is open

to any professional artist now living or working in New Jersey. Works must be original and not done under the guidance of an instructor; they must have been completed since 1977 and not previously included in statewide exhibitions in New Jersey. Artists are limited to one entry only.

## BLACK MUSIC & DANCE

"A Salute to the Black Classics of Dance and Music" will celebrate important black choreographers (Rapp 17-27) and jazz-classic gospel music (A2, 1-10) at Theater Four, 424 W. 55th Street. Presented by the Negro Ensemble Company before its 15th season, the 16 concerts will include dance by

Talley Beatty, Louis Johnson, performances by Tony-winning Hinton Battle, and music by Duke Ellington, Charlie Parker, Dizzy Gillespie, Ernie Blake, Fats Waller, Thelma Houston, and the Metropolitan Baptist Choir. For further information call (212) 264-8545

## BUSINESS EXPO FOR WOMEN

Small business survival in the 80's will be the theme of the Annual Exposition for New Jersey Women Business Owners-Expo '81 to be held on Saturday, October 17th at the Paul Robeson Campus Center of Rutgers University, Newark. Workshops, exhibits and personal contacts will offer women entrepreneurs and those considering business ownership the chance to get valuable information on starting or operating a business profitably in the current economy. Open

to the public, the registration fee for this nonprofit event is \$10.00. Consultants from government and private agencies will be available. Additionally, women business owners will display their products and services. Last year over 2,500 women attended Expo '80. This year both workshop and exhibit space will be expanded. For registration and exhibit information contact Betty Benedict at (609) 292-2935 or Adele Kaplan at (801) 648-5950

## ShopRite Nutrition Series

ShopRite Supermarkets announced the introduction of a new consumer nutrition program in all its stores. The BE SENSIBLE Nutrition Series. The program is designed to familiarize and help consumers identify the sodium, fat and calories content of foods. There are 6 pamphlets in

the series. A new one will be issued each month and will be available free of charge in all ShopRite Supermarkets. Pamphlets can also be obtained by writing Mrs. Sylvia Nadel, Consumer Affairs Department, ShopRite Supermarkets, 6500 York Street, Elizabeth, N.J. 07207

## Jazz in Newark

Early autumn is jazz time again in Newark, thanks to WJGO (88.3 FM) and Anbeush Bush, who are sponsoring the second annual Midech Jazz series beginning Wednesday, and continuing for three more Wednesdays, from 12:30 to 2 p.m.

The performance Oct. 7 will take place in Military Park in downtown Newark and will be broadcast live in stereo on WJGO. The Sept. 30 performance will be held at Rutgers/Newark in the courtyard area. Rain

dates for all performances will be the following Thursday.

Opening the series will be a quintet featuring tenor saxophonist Harold Vick, trumpeter Richard Williams, pianist Larry Willis, bassist Eugene Taylor and drummer Jimmy Cobb.

Bassist Reggie Workman's group, Toshell will play on Sept. 30 and the series will close on Oct. 7 with a concert by vocalist Leona Thomas and his band Full Circle.

## New Season at Crossroads

Crossroads Theatre in New Brunswick opens its professional theatre season with Charles Gordon's Pulitzer Prize-winning play "No Place To Be Somebody" a portrait of city life. The show, which will run through

October 11th is scheduled for 8 pm Wednesdays through Saturdays, at 3 pm and 7:30 pm Sundays. Crossroads is located at Memorial Parkway and Huan Street at the Crossroads of Routes 18 and 27.

## Art/Craft Fair

"Sunday In Art" is a day-long artist-brought art exhibits by Marian Howard, Jennie Green, Janice L. Dunn, Izell Glover, Leonard R. Wildman, Jr., Penny, Unique Gifts, Crochet and Needlepoint Works. The event is scheduled for October 4th and will

be held at The Meadowslands, Two Harmon Place, Secaucus, New Jersey, from 2:00 - 8:00 pm, Riverside Room 1 & 3. For R.S.V.P. call (201) 451-0209, (201) 675-0090, (212) 281-5140. Refreshments will be available.

## League to hear Jordan

The Urban League of Essex County will sponsor the 25th annual Equal Opportunity Day Dinner on Oct. 1 at the Robert Trust Hotel in Newark.

The keynote speaker will be Vernon E. Jordan, who recently resigned as the Urban League's national president.

Among the local honorees will be Gil Noble of ABC News for outstanding community service. Joseph

Panshenker, a retiring member of the Urban League of Essex County's board of trustees, will receive a special award and the Elizabeth Corp. will receive a corporate award.

The dinner begins at 7 p.m. Ticket information is available from London Dennis, executive director of the Urban League of Essex County at its offices at 31 Clinton Street in Newark.

**Communication  
is what  
we're all  
about.**

# Black Insights

Poetry Section edited by Pepel Charles

**WINSTON LOVETT** is an actor, playwright and poet who lives in Harlem, New York. His poems are from an unpublished collection. A number of Mr. Lovett's plays have been read, including "The Comic" at The Negro Ensemble Company, and "The Greatest Lion" in the Circus at The New York Shakespeare Festival.



## WHO'S WHO

We ate the green apples  
and played in the clear sky  
saw Lucifer fussing with God  
and wondered why...and wondered  
why...why us.

We ate the apples and wore the leaves.  
As we watched God create Adam then Eve,  
We carried Hannibal across the Alps  
Helped Parys at the other pole with his maps.

I served Caesar in sparkling rooms of gold  
Landed in America only to be sold.  
We were the cause of Lincoln's dantes  
And the real reason the South will never rise;

I smoked dope in the time of Geronimo  
Taught that Bill boy how to hunt buffalo;  
Then because of terror I learned to fight  
From people walking me in the middle of the night;

Crowd south in that historical migration  
Only to find my same situation;  
Found Broadway in twenty-five  
Then went back to Harlem to stay alone;

And like a flock of birds on the wing  
We all found hope in Dr. King.  
We felt alive when he was around  
Then went back to nothing's when he was shot down;

Nevertheless he brought a nation to see  
That Blacks are survivor's destined to be free;  
We've made progress, some over the years  
Clinging to heritage ignoring our fears.

We are doing better than good but still so so  
Yet our leaders have taken a break, why I don't know;  
Because this fight is a never-ending one—  
It is forever, if indeed we are *in* or *out* there;

Yes, we've been here all along  
Noticing the right, hearing the wrong;  
In winter and in summer keeping the same smile  
Helping the lost continent develop a style;

And in this multiplex nuclear age  
We see still a people with pants up rags;  
And we'll be here at the world's end  
Quiet music like the wind, the Black race,  
Miss among men.

# Feeling Good

## Eye Care

Over 50% of the population wear eyeglasses or contact lenses. But, until recently, many consumers didn't have the tools and information to make intelligent purchasing decisions for better eye care. Now, an FTC Trade Regulation Rule, effective July 13, 1978, gives some help to consumers of vision care.

Before the rule, people who examined your eyes often required you to buy your glasses from them. Since they held on to the results of your eye examination, you couldn't do much if you were unhappy with the price, quality, and selection of eyeglasses you were offered later.

among ophthalmologists, optometrists, and opticians. The rules indicate their training and the services each is qualified to perform.

Ophthalmologists are medical doctors (MD's) who specialize in treating eyes. They can prescribe drugs, perform surgery, and sell eyewear, too. Optometrists are graduates of optometry school. They are trained in detecting eye diseases but can't treat them. They can examine eyes, prescribe, and sell eyewear. Opticians cannot ex-

amine eyes or prescribe lenses. They can only sell eyewear prescribed by ophthalmologists and optometrists.

2. Quality of eyewear: It's difficult to find out about quality of eye products before buying. Studies show that price is certainly no indication of quality in eyewear. Local consumer affairs officials, the Better Business Bureau, or your friends are probably the best information sources. Ask them about their experiences.

3. Service: The kind of service merchants give consumers who have a problem is an important piece of buying information. Merchants who really stand behind their products can serve consumers a bit of peace and frustration. Before you buy, ask these important questions:

- How long must you wait for delivery?
- What is the merchant's return policy?
- Who pays for replacement lenses if the first ones aren't right?
- Who pays for the second office visit if you have a problem with the glasses?

### If You Have a Problem

Whom do you blame if the lenses you receive cause you problems—the person who examines your eyes or the one who fills the prescription? If this happens, try the following:

- Go to the person who

filled your prescription. Ask that your prescription be compared with your lenses. If they don't match, you deserve new lenses.

□ If they do match, but you still have problems, go to the eye doctor. Ask for another examination. You may have been given the wrong prescription in the beginning.

□ If both deny responsibility, or deny that a problem exists, call or write your local consumer protection agency or local homeing board. They may be able to handle your complaint or give you some advice.

If an ad you answered turned out to be false or misleading, or if you received poor service, let your local Better Business Bureau or consumer protection office know. They may want to investigate. Send the FTC a copy of any complaint letters you write.

If you've given a written warranty, read it carefully. Don't be afraid to ask questions.

Consumers are no longer at a disadvantage. They now have the tools they need to shop around. If consumers do a little research and also assert their rights, they can now expect an active quality eye care at a reasonable price.



## Remember November Register Now

New Jersey is the only state electing a governor and an entire state legislature this year. If you want to vote on November 3, just complete the form below and mail it by October 5.

1. Name of the applicant (Print name): LAST FIRST MIDDLE

2. STREET ADDRESS: APARTMENT NUMBER

CITY, TOWNSHIP OR COUNTY ZIP CODE STATE

3. I am a (check one): ☐ Male ☐ Female DATE OF BIRTH MONTH DAY YEAR

4. I am a (check one): ☐ New Jersey voter ☐ Change of Address ☐ Change of Name

5. STREET ADDRESS: APARTMENT NUMBER

CITY, TOWNSHIP OR COUNTY ZIP CODE STATE

6. I am a (check one): ☐ Male ☐ Female DATE OF BIRTH MONTH DAY YEAR

7. I am a (check one): ☐ New Jersey voter ☐ Change of Address ☐ Change of Name

8. SIGNATURE OF THE APPLICANT DATE OF SIGNATURE

9. SIGNATURE OF THE WITNESS DATE OF SIGNATURE

10. SIGNATURE OF THE WITNESS DATE OF SIGNATURE

11. STREET ADDRESS OF THE WITNESS CITY, TOWNSHIP OR COUNTY ZIP CODE

12. Marquee aquí si usted nació en Puerto Rico y desea recibir sus materiales electorales en Español.

**Qualifications of an eligible applicant**

By the time of the next election, you must be 18 years old and a United States citizen. You must also be a resident of New Jersey and of your county for at least 30 days before the election.

**REGISTRATION INSTRUCTIONS**

**Print in ink—**

Use ball-point pen or marker. Complete every section which applies to you. Fill in item 5 if you were previously registered. Sign your name after completing the form; have a registered New Jersey voter witness your signature. Mail the completed form in an envelope to:

NEW JERSEY  
DEPARTMENT OF STATE  
ELECTION DIVISION  
CN 360  
TRENTON, N.J. 08645

Your county will notify you upon receipt of the form.

← APPLICANT SIGN HERE

← WITNESS SIGN HERE

← WITNESS MUST BE A REGISTERED VOTER OF THE STATE OF NEW JERSEY



### The "Eyeglass Rule"

However, the new Trade Regulation Rule requires eye doctors to give patients their prescriptions immediately after an eye exam. They can't charge extra for doing this, either. If you're not given your prescription—ask for it. Then let the FTC know what happened. It's your legal right to obtain it. With prescription in hand, you can shop around for eyeglasses and contact lenses just as you would for any other product, looking for the best quality at the best price.

### Advertising Allowed, Also

Before the rule, some states and professional associations prevented sellers from advertising eyewear and vision services. The rule, however, removes those restrictions. People can now advertise prices of eye exams, glasses, contact lenses, or other eye care products and services.

Consumers receive two benefits from this Rule:

1. Skill of the eye doctor. Consumers should also know the difference